



Science

Living Things and their Habitats

I can use a given source to find out about animals which lay eggs
I can investigate what dinosaurs need to survive
I give examples of different animals that live in water habitats
I give reasons as to why humans live in a house.

Working Scientifically

I can carry out an investigation
I can perform simple tests
I can use deduction skills to give reasons for chosen habitats

British Values - Rule of Law

How can we ensure that all animals live equally on earth?

Music

I can use voice confidently in different ways such as speaking, singing and chanting

I can sing with the sense of the shape of the melody

Computing

Understanding instructions and making things happen

I know that machines and devices must be controlled.
I understand that results can be predicted and that predictions can be tested.
SMSC - understanding our ability to foresee consequences and the power this knowledge may have in helping us to understand our own self worth.

I know that machines and devices can be controlled by a sequence of physical actions.

Research using the Internet

I can talk about the different forms of information.
I understand and talk about how the information can be used to answer specific questions.

I can develop my typing skills by using both hands.

SMSC - developing skills which may enhance our future careers.

British Values- Individual Liberty

Some people use the same password, what advice would you give to them?

Art and Design / Design and Technology

End Outcome: To produce a hand sewn fabric sea-side themed piece

I can make a mock-up of a design and discuss it
I can decorate textiles using buttons, beads, sequins, braids and ribbon
I can join fabrics using staples and a running stitch

SMSC - being creative.

Famous Artists - LS Lowry and Pieter Bruegel the Elder

I can investigate how paintings, prints, photographs and other images that include figures communicate ideas about relationships.
I can use composition skills to make a double portrait that conveys ideas about themselves and their relationship with another person in their lives.
I can use the artists' pictures to inspire my work.

English

Reading

I can read accurately by blending the sounds in words that contain the graphemes taught so far.

I can read accurately words of two or more syllables that contain the same grapheme-phoneme correspondences as above.

I can read aloud books closely matched to my improving word-reading knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Comprehension

I understand the books I can already read accurately and fluently by:

- drawing on what I already know or on background information a vocabulary provided by the teacher.

I understand the stories I read by:

- inferring what characters might be like from what they say and do
 - answering and asking questions such as: 'who did what to whom?', 'when?', 'how?' and 'why?'.
- I am becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales.

Writing

Spelling

I can spell words by:

- segmenting words into phonemes and representing these by graphemes
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (e.g. two, to, too).

Handwriting

I can form lower-case letters of the correct size relative to one another.

I am starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Composition

I can write narratives, about personal experiences and those of others (real and fictional).

I can write for different purposes, e.g. letters, invitations, instructions.

Grammar and punctuation

I can use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.

Speaking and listening

I can speak with clarity and use appropriate intonation when reading and reciting texts.

I can use language to recreate roles and experiences. **SMSC - thinking from different points of view.**

Religious Education

Big Question- Can you tell what someone believes by what they look like?

I can share my thoughts on how I recognise signs of religion

I understand that

How religious people show thanks to the natural world

I can talk about the different ways some religious people show thanks

British Values - Mutual respect and Tolerance of those with different faiths and beliefs

SMSC- in all religions.

Community Cohesion

I understand that many of these ideals are shared by all communities. **SMSC - analysing similarities & differences between communities.**

Where does our food come from?

I can give example of where different foods come from

I have an understanding that foods grow according to seasons and climate

I know that some food comes from overseas

What is a harvest festival?

I understand what it means to harvest food

I can say how some religions celebrate the harvest festival

Physical education

I can hit a ball with a hockey stick.

I can pass a ball to a partner using a hockey stick.

I can link two or more actions together.

I can copy a short sequence of movement.

I can follow a dance sequence made up of a variety of moves

Mathematics

Number and place value

I can read and write numbers to at least 100 in numerals and in words.

I recognise the place value of each digit in a 2 and 3 digit number (hundredths, tens, ones).

I can count in steps of 2, 3, 5 and 10, count in tens from any number, and give 10 more or less than a given number to 100.

I can compare and order numbers from 0 up to 100; use < and > signs.

I can arrange, read and write numbers in increasing and decreasing order.

I can solve word problems using place value and number facts with increasing precision.

Addition and subtraction

I can use subtraction in 'take away' and 'find the difference' problems.

I can add 2 digits to 1 digit numbers.

I recognise and use addition and subtraction as inverse operations including to check calculations.

I can rapidly recall and use addition and subtraction facts to 20.

Measures

I recognise and use symbols for pounds (£) and pence (p); recognise coins and notes of different values; combine amounts to make a particular

History and Geography

Seasides then and now

I have ideas about why seaside resorts around the world are popular.

I can use role play and experiment to find out more about history.

Information leaflet- Whitby

I have found out about features of the seaside and can persuade others to visit

I can make independent choices about where text and pictures are placed on my explanations of historical events.

Risk assessment - Stay Safe (researching RNLI)

I can research about a seaside, the tide times and understand how water can be dangerous. **SMSC - fascination in learning about the world around us, SMSC - how vigilance keeps us safe.**

British Values- Democracy

Should everyone be summoned to become part of a charity?

Captain James Cook I know some of the discoveries brought back to our country because of exploration

Grace Darling- Sequencing and retelling her the story

I can explore the work of the RNLI. **SMSC - considering the importance of different groups in society.**

I can create a poster that explains the RNLI work and asks for people's support. **SMSC - the value of supporting others.**

Environmental Issues

I can find out about coasts in this country.

SMSC - understanding the consequences of our actions.